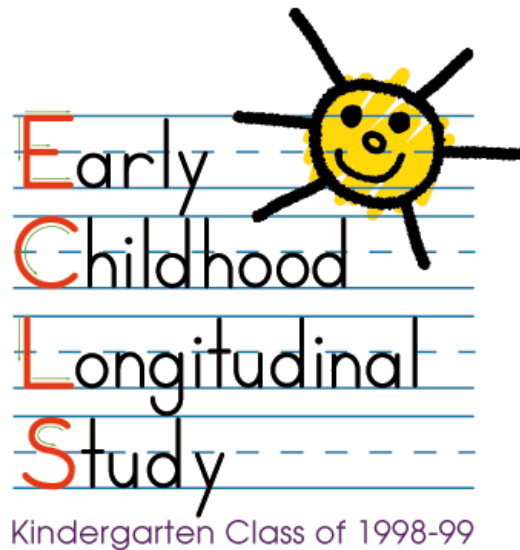


# SPRING 2002 TEACHER QUESTIONNAIRE

## PART A



L A B E L

Prepared for the U.S. Department of Education  
National Center for Education Statistics

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### **Assurance of Confidentiality**

The collection of information in this survey is authorized by Public Law 100-297 and continued under the auspices of Section 404(a) of the National Education Statistics Act of 1994, Title IV of the Improving America's Schools Act of 1994, Public Law 103-382. Participation is voluntary. You may skip questions you do not wish to answer; however, we hope that you will answer as many questions as you can. The information you provide will be kept confidential and will be protected to the fullest extent allowable under law. Information will be protected from disclosure by federal statute (20 USC 9003a —9007 as amended). Data will be combined to produce statistical reports. No individual data that links your name, address, telephone number, or identification number with your responses will be reported.

Dear Teacher,

This questionnaire is an important part of a major longitudinal study of children's early educational experiences beginning with kindergarten and continuing through grade 5. You have received this questionnaire because one or more of the children in your class are participants in this study.

The Early Childhood Longitudinal Study Kindergarten Class of 1998 - 1999 (ECLS-K) is collecting information from teachers of children who are in the study to investigate the relationship between children's achievement and various school, teacher, and home factors. This questionnaire collects information about your classroom.

This questionnaire contains four sections:

- a) classroom and student characteristics,
- b) instructional activities, organization and curricular focus,
- c) student evaluation practices, and
- d) parent involvement.

Obviously, only you can provide this information. Therefore, although we realize you are very busy, we urge you to complete this questionnaire as accurately as possible. The information you provide is being collected for research purposes only and will be kept strictly confidential.

Please record your answers directly on the questionnaire by circling the appropriate number or by writing your responses in the space provided. Your best estimates are acceptable answers.

Thank you very much for your help.

## DEFINITIONS

Reference is made to children with limited English proficiency (LEP), as well as English-as-a-second-language (ESL) and bilingual education programs throughout the questionnaire. For this study, the following definitions apply:

- Children with limited English proficiency (LEP): Children whose native language is other than English and whose skills in listening to, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.
- English-as-a-second-language (ESL) program: An instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.
- Bilingual education program: A program in which native language is used to varying degrees in instructing children with limited English proficiency.
- Individualized education program (IEP): A written statement of the educational program designed to meet the individual needs of a child with a disability that is judged to affect the child's educational performance. Children who receive special education services under the Individuals with Disabilities Education Act are expected to have an IEP.
- Section 504 plan: A written plan to provide appropriate services to a child with a disability, whether or not the disability is judged to affect the child's educational performance.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless it displays a valid OMB control number. The valid OMB control number for this information collection is 1850-0750. The time required to complete this information collection is estimated to average 30 minutes per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collected. If you have any comments concerning the accuracy of the time estimate or suggestions for improving the survey instrument, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual response to this survey, write directly to: National Center for Education Statistics, 1990 K Street, N.W., Washington, DC 20006.

## CLASSROOM AND STUDENT CHARACTERISTICS

1. In which grades are the children you currently teach at this school? CIRCLE ALL THAT APPLY. IF YOU TEACH AT MORE THAN ONE SCHOOL, REPORT ONLY FOR THE CLASS(ES) YOU TEACH AT THIS SCHOOL.

- a. Ungraded..... 1
- b. 1st..... 2
- c. 2nd..... 3
- d. 3rd ..... 4
- e. 4th..... 5
- f. 5th..... 6

2. Which category best describes the way **your** class(es) at this school (is/are) organized? CIRCLE ONE NUMBER.

- a. Self-contained class – You teach multiple subjects to the same class of children all or most of the day ..... 1
- b. Team teaching – You collaborate with one or more teachers in teaching multiple subjects to the same class of children .... 2
- c. Departmentalized Instruction – You teach subject matter courses (e.g., language arts, mathematics, science) to several classes of different children all or most of the day ..... 3 (SEE NOTE 1 BELOW)
- d. Elementary enrichment class – You teach only one subject (e.g., art, music, physical education, computer skills) in an elementary school ..... 4 (SEE NOTE 2 BELOW)

**Note 1: Parts of this questionnaire may not apply to you. The questionnaire was designed primarily with a self-contained class in mind.**

**For questions about the “children in your class,” please select one of your classes and respond regarding those children.**

**For questions about subjects that you do not teach, please mark them “Not Applicable.”**

**Note 2: You have probably received this questionnaire by mistake. Please call our Respondent Hotline at 1-800-750-6206.**

3. As of today's date, how many children in your class are at each of the following age levels? WRITE NUMBER ON LINE. ENTER "0" ON THE LINE IF THERE ARE NO CHILDREN IN A CATEGORY.

	Number of children
a. 7 years old or less .....	_____
b. 8 years old .....	_____
c. 9 years old .....	_____
d. 10 years old .....	_____
e. 11 years old or older.....	_____
<b>Total Class Enrollment</b> .....	_____

4. As of today's date, how many children in your class belong to each of the following racial-ethnic groups? WRITE NUMBER ON LINE. ENTER "0" ON THE LINE IF THERE ARE NO CHILDREN IN A CATEGORY.

	Number of children
a. Asian or Pacific Islander .....	_____
b. Hispanic, regardless of race.....	_____
c. Black, not of Hispanic origin .....	_____
d. White, not of Hispanic origin.....	_____
e. American Indian or Alaska Native .....	_____
f. Other (Please specify) _____	_____
<b>Total Class Enrollment</b> .....	_____

5. As of today's date, how many boys and girls are there in your class? WRITE NUMBER ON LINE.

	Number of children
a. Number of boys .....	_____
b. Number of girls .....	_____

6. How many children in your class are eligible for the following services? WRITE NUMBER ON LINE.

	Number of eligible children
a. Free school breakfast.....	_____
b. Reduced-price breakfast .....	_____
c. Free school lunch .....	_____
d. Reduced-price lunch .....	_____

7. How many children have enrolled in and left your classroom **since October 1st**? WRITE NUMBER ON LINE.

Number of  
children

- a. Number of new children who enrolled in your class..... \_\_\_\_
- b. Number of children who left your class ..... \_\_\_\_

8. How many of the children demonstrated the following reading skills when they started school this year? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

Number of  
children

- a. Read complete sentences..... \_\_\_\_
- b. Read easy chapter books..... \_\_\_\_
- c. Read full-length chapter books ..... \_\_\_\_

9. How many children in your class have the following characteristics? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE.

Number of  
children

- a. Are classified as Gifted and Talented ..... \_\_\_\_
- b. Are participating in a Gifted and Talented program ..... \_\_\_\_
- c. Are repeating this grade this year ..... \_\_\_\_
- d. Are below grade level in their reading skills..... \_\_\_\_
- e. Are below grade level in their math skills ..... \_\_\_\_
- f. Are above grade level in reading ..... \_\_\_\_
- g. Are above grade level in math..... \_\_\_\_
- h. Are tardy, on an average day ..... \_\_\_\_
- i. Are absent, on an average day ..... \_\_\_\_

10. At this point in the school year how would you rate the behavior in your class? CIRCLE ONE NUMBER.

- a. Group misbehaves very frequently and is almost always  
difficult to handle ..... 1
- b. Group misbehaves frequently and is often difficult to handle . 2
- c. Group misbehaves occasionally..... 3
- d. Group behaves well..... 4
- e. Group behaves exceptionally well..... 5

11. How many children in your class have a **diagnosed** physical or psychological disability and need special services? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THE LINE.

\_\_\_\_\_ IF "0," SKIP TO Q14.

12. How many of the children **diagnosed** with a physical or psychological disability have the following as their **primary** disability? WRITE NUMBER ON LINE. COUNT EACH CHILD ONLY ONCE. IF NO CHILDREN IN YOUR CLASS HAVE A PARTICULAR DISABILITY, ENTER "0" ON THAT LINE.

	Number of children
a. Communication, speech, language impairments .....	_____
b. Learning disabilities .....	_____
c. Serious emotional disturbances .....	_____
d. Mental retardation .....	_____
e. Developmental delay .....	_____
f. Vision impairments .....	_____
g. Hearing impairments .....	_____
h. Orthopedic impairments .....	_____
i. Other health impairments .....	_____
j. Multiple disabilities .....	_____
k. Autism .....	_____
l. Traumatic brain injuries .....	_____
m. Deaf-blindness .....	_____
n. Other (Please specify) _____	_____
_____	
o. Not classified .....	_____

13. For how many of the children **diagnosed** with a physical or psychological disability do the following apply? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THAT LINE. SEE DEFINITIONS INSIDE COVER PAGE.

	Number of children
a. Are currently receiving special services or accommodations for their disabilities .....	_____
b. Have an Individualized Education Program (IEP) for children with disabilities .....	_____
c. Have a Section 504 Plan .....	_____
d. Need more help than they are currently receiving .....	_____

14. Do any of the children in your class speak a language other than English as their native, or first language? CIRCLE ONE NUMBER.

a. Yes ..... 1  
b. No ..... 2 (SKIP TO Q20)

15. Which languages other than English are spoken as their native language by the children in your class? CIRCLE ALL THAT APPLY.

a. Spanish ..... 1  
b. An Asian language or languages (for example, Chinese, Hmong, Japanese) ..... 2  
c. Other language (Please specify) \_\_\_\_\_ 4

16. Do you have any children with limited English proficiency (LEP) in your class? (LEP children are children whose native language is other than English and whose skills in listening, speaking, reading, or writing English are such that they have difficulty understanding school instruction in English.) CIRCLE ONE NUMBER.

a. Yes ..... 1  
b. No ..... 2 (SKIP TO Q20)

17. How many children with limited English proficiency (LEP) do you have in your class? WRITE NUMBER ON LINE. IF STATEMENT DOES NOT APPLY TO ANY CHILDREN IN YOUR CLASS, ENTER "0" ON THE LINE.

Number of LEP children \_\_\_\_\_ IF "0," SKIP TO Q20.

18. How many of the LEP children in your class receive English as a second language (ESL) instruction in the following ways in your school? (ESL is an instructional program designed to teach listening, speaking, reading, and writing English language skills to children with limited English proficiency.) WRITE NUMBER ON LINE. ENTER "0" IF NO CHILDREN FIT THE CATEGORY.

	Number of children
a. Receive no ESL instruction in the school.....	_____
b. Receive ESL instruction within my class.....	_____
c. Receive ESL instruction outside my class .....	_____

19. Which languages are spoken by you and any other teacher or aide to the LEP children in your class?  
CIRCLE ALL THAT APPLY.

- a. English..... 1
- b. Spanish ..... 2
- c. An Asian language or languages ..... 3
- d. Other language (Please specify)\_\_\_\_\_ 4

20. What languages are used for instruction in your class? CIRCLE ALL THAT APPLY.

- a. English..... 1
- b. Spanish ..... 2
- c. An Asian language or languages ..... 3
- d. Other language (Please specify)\_\_\_\_\_ 4



## INSTRUCTIONAL ACTIVITIES AND CURRICULAR FOCUS

21. How are the desks/tables organized in your classroom? CIRCLE ONE NUMBER.

- a. Desks/ tables are in rows facing the front of the classroom.... 1
- b. Desks/ tables are arranged in a circle/ semicircle..... 2
- c. Desks/ tables are arranged in small groups..... 3
- d. Classroom has no set arrangement. Desks/ tables are rearranged frequently for different activities..... 4

22. Does your classroom have the following resource areas for activities? CIRCLE ONE NUMBER ON EACH LINE.

	<u>Yes</u>	<u>No</u>
a. Reading area with books.....	1	2
b. Listening area .....	1	2
c. Writing area .....	1	2
d. Math area with manipulatives.....	1	2
e. Computer area .....	1	2
f. Science or nature area with science equipment (e.g., magnifying glass) .....	1	2
g. Dramatic play area .....	1	2
h. Art area.....	1	2

23. How many computers of the following types do you have in your classroom? WRITE IN NUMBERS BELOW. IF NONE, WRITE "0."

	<u>Number of computers</u>
a. How many computers (including laptops available on a daily basis) do you have in your classroom? .....	_____
b. How many of the computers in your classroom have access to the Internet? .....	_____
c. How many of the computers in your classroom are the children in your class allowed to use?.....	_____

24. In a typical day, how much time do the children spend in the following activities?  
CIRCLE ONE NUMBER ON EACH LINE. DO NOT INCLUDE LUNCH OR RECESS BREAKS.

	No Time	Half hour or less	About one hour	About two hours	Three hours or more
a. Teacher-directed whole class activities? .....	1	2	3	4	5
b. Teacher-directed small group activities? .....	1	2	3	4	5
c. Teacher-directed individual activities?.....	1	2	3	4	5
d. Child-selected activities?.....	1	2	3	4	5
e. Children working collaboratively in heterogeneous groups (not grouped by ability)?.....	1	2	3	4	5

25. To what extent do you integrate curriculum areas around common or unifying themes? (e.g., using math and science concepts in the same unit of study or using arts and social studies in the same unit of study)?  
CIRCLE ONE NUMBER.

- a. Never ..... 1  
b. Occasionally ..... 2  
c. Usually ..... 3  
d. All the time..... 4

26. **How often** and **how much time** do children in your class usually work on lessons or projects in the following general topic areas, whether as a whole class, in small groups, or in individualized arrangements? CIRCLE ONE NUMBER IN PART 1 OF EACH LINE. IF APPLICABLE, ALSO CIRCLE ONE NUMBER IN PART 2 OF EACH LINE.

	1. How Often					2. How Much Time			
	Never	Less than once a week	1-2 times a week	3-4 times a week	Daily	1-30 minutes a day	31-60 minutes a day	61-90 minutes a day	More than 90 minutes a day
a. Reading and language arts .....	1	2	3	4	5	1	2	3	4
b. Mathematics.....	1	2	3	4	5	1	2	3	4
c. Social studies.....	1	2	3	4	5	1	2	3	4
d. Science .....	1	2	3	4	5	1	2	3	4
e. Music.....	1	2	3	4	5	1	2	3	4
f. Art.....	1	2	3	4	5	1	2	3	4
g. Dance/creative movement .....	1	2	3	4	5	1	2	3	4
h. Theater / creative dramatics .....	1	2	3	4	5	1	2	3	4
i. Foreign language .....	1	2	3	4	5	1	2	3	4
j. English-as-a-second-language (ESL)...	1	2	3	4	5	1	2	3	4
k. Reference skills (e.g., searching for information in books, on the computer/ Internet).....	1	2	3	4	5	1	2	3	4

27. How often do you divide your class into instructional groups, based on achievement levels, for reading and math activities or lessons? CIRCLE ONE NUMBER ON EACH LINE.

	Never	Less than once a week	Once or twice a week	Three or four times a week	Daily
a. Reading .....	1	2	3	4	5
b. Math.....	1	2	3	4	5

28. On days when you use achievement grouping, how many groups do you have and how many minutes per day is your class usually divided into achievement groups for reading and math activities or lessons? WRITE NUMBERS ON LINES BELOW, AND CIRCLE ONE NUMBER ON EACH LINE. IF YOU DO NOT USE ACHIEVEMENT GROUPING IN THE SUBJECT LISTED, PLEASE WRITE "0" ON THE LINE AND SKIP TO THE NEXT SUBJECT.

	<b>Number of achievement groups</b>	<b>1-15 minutes/ day</b>	<b>16-30 minutes/ day</b>	<b>31-60 minutes/ day</b>	<b>More than 60 minutes/ day</b>
a. Reading .....	_____	1	2	3	4
b. Math .....	_____	1	2	3	4

29. How often do children in your class who need more help with reading receive the following kinds of services while at school? CIRCLE ONE NUMBER ON EACH LINE AND WRITE IN THE AVERAGE NUMBER OF MINUTES PER SESSION, NOT COUNTING TIME SPENT MOVING BETWEEN CLASS AND THE SERVICE.

	<b>Never</b>	<b>Less than once a week</b>	<b>Once or twice a week</b>	<b>Three or four times a week</b>	<b>Daily</b>	<b>Minutes per session</b>
a. Extra individual assistance from you .....	1	2	3	4	5	_____
b. Individual tutoring from an aide or volunteer.....	1	2	3	4	5	_____
c. Individual tutoring by a specialist.....	1	2	3	4	5	_____
d. Pull-out instruction in small groups.....	1	2	3	4	5	_____
e. Other (Please specify).....	1	2	3	4	5	_____
_____	1	2	3	4	5	_____

30. On a typical evening, about how much time do you expect children to spend on homework in each of the following areas? CIRCLE ONE NUMBER ON EACH LINE.

	<b>None</b>	<b>10 min.</b>	<b>20 min.</b>	<b>30 min.</b>	<b>More than 30 min.</b>
a. Reading and language arts .	0	1	2	3	4
b. Math.....	0	1	2	3	4
c. Social studies .....	0	1	2	3	4
d. Science.....	0	1	2	3	4

31. How often do you do each of the following with children in this class? CIRCLE ONE NUMBER ON EACH LINE.

	Almost every day	Once or twice a week	Once or twice a month	Never or hardly ever
a. Have parents review or sign children's homework.....	1	2	3	4
b. Assign homework for children to do with parents .....	1	2	3	4

32. How many times **each week** do children in your class usually have physical education? CIRCLE ONE NUMBER.

- a. Never ..... 1 **(SKIP TO Q34)**  
b. Less than once a week..... 2  
c. Once or twice a week ..... 3  
d. Three or four times a week..... 4  
e. Daily ..... 5

33. How much time **each day** do children in your class usually spend when they participate in physical education? CIRCLE ONE NUMBER.

- a. Do not participate in physical education..... 1  
b. 1 to 15 minutes/day ..... 2  
c. 16 to 30 minutes/day ..... 3  
d. 31 to 60 minutes/day ..... 4  
e. More than 60 minutes/day..... 5

34. How many days a week do children have recess? WRITE NUMBER ON LINE.

\_\_\_\_ Days IF "0," SKIP TO Q36.

35. Between the starting bell and the dismissal bell, how many times a day do children have recess? CIRCLE ONE NUMBER.

- a. Once ..... 1  
b. Twice ..... 2  
c. Three or more times ..... 3

36. In a typical day, how much time does your class spend in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1-15 minutes	16-30 minutes	31-45 minutes	Longer than 45 minutes
a. Lunch.....	0	1	2	3	4
b. Recess .....	0	1	2	3	4

IF YOU DO NOT HAVE ANY PAID AIDES ASSISTING YOU IN YOUR CLASS, CHECK THE BOX BELOW AND **SKIP TO Q41**.

☐

37. In a typical week, about how many total hours do your **paid** aide(s) typically spend in your classroom? WRITE NUMBER BELOW, TO THE NEAREST WHOLE HOUR. IF THERE ARE TWO OR MORE AIDES, PLEASE ADD UP THEIR WEEKLY HOURS.

\_\_\_\_\_ Total hours per week

38. In a typical week, how many **paid** aides usually assist in your class in the following ways? WRITE THE NUMBER OF PAID AIDE(S) IN THE APPROPRIATE BOXES BELOW. IF STATEMENT DOES NOT APPLY TO YOUR CLASS, ENTER "0" ON THAT LINE.

	Regular aides	Special Education aides	ESL or Bilingual Education aides
a. Working directly with children on instructional tasks .....	_____	_____	_____
b. Doing non-instructional work (e.g., photocopying, preparing materials, etc.) .....	_____	_____	_____

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE PAID AIDE **WHO SPENDS THE MOST TIME IN YOUR CLASS**.

39. How well does the aide speak English? CIRCLE ONE NUMBER.

- a. Not at all well ..... 1
- b. Not well..... 2
- c. Well..... 3
- d. Very well ..... 4

40. What is the **highest** level of education your aide has completed? CIRCLE ONE NUMBER.

- a. Less than high school ..... 1
- b. High school diploma or GED ..... 2
- c. Associate's degree ..... 3
- d. Bachelor's degree or above ..... 4
- e. Don't Know ..... 8

41. In a typical week, about how many total hours do volunteer(s) assist with your class? IF THERE ARE TWO OR MORE VOLUNTEERS PLEASE ADD UP THEIR WEEKLY HOURS. WRITE NUMBER ON LINE.

IF YOU HAVE NO VOLUNTEERS, CHECK HERE ☐ AND **SKIP TO Q43.**

\_\_\_\_\_ Total number of hours per week

42. How many hours a week do volunteers usually assist in your class in the following ways? WRITE THE TOTAL NUMBER OF HOURS ON THE LINES BELOW.

- a. Working directly with children on instructional tasks ..... \_\_\_\_\_  
hrs/week
- b. Doing non-instructional work (e.g., photocopying,  
preparing materials, etc.) ..... \_\_\_\_\_  
hrs/week

43. Which of the following statements is true about how well your school provides you with the instructional materials and other resources you need to teach your class? CIRCLE ONE NUMBER ON EACH LINE.

	I get all the resources I need	I get most of the resources I need	I get some of the resources I need	I don't get any of the resources I need	Not applicable
a. Reading and language arts .....	1	2	3	4	5
b. Mathematics.....	1	2	3	4	5
c. Science .....	1	2	3	4	5
d. Social studies.....	1	2	3	4	5

44. How often do your children use the following materials or resources in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not available	Never	Once a month or less	Two or three times a month	Once or twice a week	Three or four times a week	Daily
a. Art materials .....	0	1	2	3	4	5	6
b. Musical instruments .....	0	1	2	3	4	5	6
c. Costumes for creative dramatics/ theater .....	0	1	2	3	4	5	6
d. Cooking or food related items.....	0	1	2	3	4	5	6
e. Books and other written materials in children's first language (for non- English speakers).....	0	1	2	3	4	5	6
f. VCR.....	0	1	2	3	4	5	6
g. TV for watching broadcast programs .....	0	1	2	3	4	5	6
h. Record, tape, or CD player .....	0	1	2	3	4	5	6
i. Science equipment (e.g., magnifying glass, scales, thermometers).....	0	1	2	3	4	5	6
j. Computer for access to the Internet.....	0	1	2	3	4	5	6
k. Computer for other uses.....	0	1	2	3	4	5	6
l. Children's newspapers and/or magazines .....	0	1	2	3	4	5	6
m. Reading kits .....	0	1	2	3	4	5	6
n. Computer software for reading instruction.....	0	1	2	3	4	5	6
o. A variety of books for reading (e.g., novels, collections of poetry, nonfiction).....	0	1	2	3	4	5	6
p. Reading materials drawn from other subject areas.....	0	1	2	3	4	5	6



45. How often do the children in your class do the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	<b>No library or media center in this school</b>	<b>Once a month or less</b>	<b>Two or three times a month</b>	<b>Once or twice a week</b>	<b>Three or four times a week</b>	<b>Daily</b>
a. Go to the school library or media center .....	0	1	2	3	4	5
b. Borrow materials from the library or media center.....	0	1	2	3	4	5

LANGUAGE ARTS INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH LANGUAGE ARTS, CHECK THIS BOX ☐ AND **SKIP TO Q53.**

46. What type of materials form the core of your reading program? CIRCLE ALL THAT APPLY.

- a. Primarily basal..... 1
- b. Primarily trade books..... 2
- c. Both basal and trade books..... 3
- d. Other materials, (Please specify) \_\_\_\_\_ 9

47. About what proportion of your reading instruction time is focused on having children read for the following purposes? CIRCLE ONE NUMBER ON EACH LINE.

	Almost all of the time	At least two-thirds of the time	At least one-third of the time	Little or no time
a. Reading for literary experience (e.g., stories, poetry, science fiction, folktales).....	1	2	3	4
b. Reading to gain information (e.g., science articles, historical sources, textbook chapters, essays) .....	1	2	3	4
c. Reading to perform a task (e.g., documents, forms, directions) .....	1	2	3	4

48. How often do children in your class engage in the following activities as part of reading? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Discuss new or difficult vocabulary .....	1	2	3	4
b. Read aloud .....	1	2	3	4
c. Talk with each other about what they have read .....	1	2	3	4
d. Write about something they have read .....	1	2	3	4
e. Work in a reading workbook or on a worksheet .....	1	2	3	4
f. Read silently .....	1	2	3	4
g. Read books they have chosen themselves .....	1	2	3	4
h. Do a group activity or project about what they have read .....	1	2	3	4
i. Discuss different interpretations of what they have read .....	1	2	3	4
j. Explain or support their understanding of what they have read .....	1	2	3	4
k. Take quizzes or tests .....	1	2	3	4
l. Watch movies, videos, filmstrips, television, or listen to tapes, compact discs, or records .....	1	2	3	4

49. About how much time do you spend each **week** with this class on instructing and helping children with their writing? CIRCLE ONE NUMBER.

- a. Less than 30 minutes ..... 1
- b. 30 to 44 minutes ..... 2
- c. 45 to 59 minutes ..... 3
- d. 60 to 90 minutes ..... 4
- e. More than 90 minutes..... 5

50. About what proportion of your writing instruction time is focused on having children do the following types of writing? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost all of the time</b>	<b>At least two-thirds of the time</b>	<b>At least one-third of the time</b>	<b>Little or no time</b>
a. Narrative writing (e.g., stories, personal essays).....	1	2	3	4
b. Informative writing (e.g., reports, summaries) .....	1	2	3	4
c. Persuasive writing (e.g., letters, reviews) .....	1	2	3	4

51. How often do you do each of the following with children in this class? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Do spelling, punctuation, or grammar exercises .....	1	2	3	4
b. Work on the writing process...	1	2	3	4
c. Write in a log or journal .....	1	2	3	4

52. How often children in your class engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>
a. Choose the topic that they will write about.....	1	2	3
b. Define their purpose and audience .....	1	2	3
c. Make a formal outline before they write .....	1	2	3
d. Write more than one draft of a paper .....	1	2	3
e. Use sources or resources other than their textbook.....	1	2	3
f. Talk to you about their writing while they are working on it .....	1	2	3
g. Discuss or comment on what other children wrote.....	1	2	3
h. Check for proper spelling, grammar, and punctuation themselves.....	1	2	3
i. Discuss their writing with members of their family	1	2	3
j. Contribute their writing to a collection of children's writing .....	1	2	3
k. Work on an assigned topic.....	1	2	3
l. Follow an assigned format .....	1	2	3

## MATHEMATICS INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH MATHEMATICS, CHECK THIS BOX ☐ AND **SKIP TO Q55.**

53. How often do children in your class engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Solve mathematics problems from their textbooks .....	1	2	3	4
b. Solve mathematics problems on worksheets .....	1	2	3	4
c. Solve mathematics problems in small groups or with a partner	1	2	3	4
d. Work with measuring instruments, e.g., rulers .....	1	2	3	4
e. Work with manipulatives, e.g., geometric shapes .....	1	2	3	4
f. Use a calculator .....	1	2	3	4
g. Take mathematics tests.....	1	2	3	4
h. Write a few sentences about how to solve a mathematics problem.....	1	2	3	4
i. Talk to the class about their mathematics work.....	1	2	3	4
j. Write reports or do mathematics projects.....	1	2	3	4
k. Discuss solutions to mathematics problems with other children.....	1	2	3	4
l. Work and discuss mathematics problems that reflect real-life situations.....	1	2	3	4
m. Use a computer for math .....	1	2	3	4

54. In this mathematics class how often do you address each of the following? CIRCLE ONE NUMBER ON EACH LINE.

	A lot	Some	A little	None
<b>TOPICS</b>				
a. Numbers and operations .....	1	2	3	4
b. Measurement.....	1	2	3	4
c. Geometry .....	1	2	3	4
d. Data analysis, statistics, and probability (informal introduction of concepts) .....	1	2	3	4
e. Algebra and functions (informal introduction of concepts) .....	1	2	3	4
<b>SKILLS</b>				
f. Learning mathematics facts and concepts .....	1	2	3	4
g. Learning skills and procedures needed to solve routine problems.....	1	2	3	4
h. Developing reasoning and analytical ability to solve unique problems.....	1	2	3	4
i. Learning how to communicate ideas in mathematics effectively .....	1	2	3	4
j. Recognizing the properties of shapes and relationships among shapes.....	1	2	3	4
k. Understanding place values with whole numbers .....	1	2	3	4
l. Reading, writing, and comparing fractions .....	1	2	3	4
m. Making reasonable estimates of quantities .....	1	2	3	4

## SCIENCE INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH SCIENCE, CHECK THIS BOX ☐ AND **SKIP TO Q57.**

55. About how often do children in your class engage in the following? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Read a science textbook.....	1	2	3	4
b. Read a book or magazine about science ..	1	2	3	4
c. Discuss science in the news .....	1	2	3	4
d. Work with other children on a science activity or project .....	1	2	3	4
e. Give an oral science report .....	1	2	3	4
f. Prepare a written science report .....	1	2	3	4
g. Engage in hands-on activities or investigations in science .....	1	2	3	4
h. Talk about measurements and results from children's hands-on activities.....	1	2	3	4
i. Take a science test or quiz .....	1	2	3	4
j. Use library resources for science .....	1	2	3	4
k. Use computers for science .....	1	2	3	4

56. Think about your science instruction during the entire year. About how much emphasis did you give to each of the following objectives for your children? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Heavy emphasis</b>	<b>Moderate emphasis</b>	<b>Little or no emphasis</b>
a. Knowing science facts and terminology.....	1	2	3
b. Understanding key science concepts .....	1	2	3
c. Developing science problem-solving skills .....	1	2	3
d. Learning about the relevance of science to society and technology .....	1	2	3
e. Knowing how to communicate ideas in science effectively .....	1	2	3
f. Developing laboratory skills and techniques.....	1	2	3
g. Developing children's interest in science.....	1	2	3
h. Developing data analysis skills .....	1	2	3
i. Using technology as a scientific tool .....	1	2	3



## SOCIAL STUDIES INSTRUCTIONAL INFORMATION

IF YOU DO NOT TEACH SOCIAL STUDIES, CHECK THIS BOX ☐ AND GO TO Q58.

57. How often do you do the following as a part of social studies instruction with this class? CIRCLE ONE NUMBER ON EACH LINE.

	<b>Almost every day</b>	<b>Once or twice a week</b>	<b>Once or twice a month</b>	<b>Never or hardly ever</b>
a. Ask children to complete a worksheet .....	1	2	3	4
b. Ask children to read extra material not in their textbook (such as newspapers, maps, charts, or cartoons).....	1	2	3	4
c. Give a lecture to the class about social studies .....	1	2	3	4
d. Ask children to do a group activity or project.....	1	2	3	4
e. Ask children to write a report of three or more pages .....	1	2	3	4
f. Have children watch television shows, videos, or film strips.....	1	2	3	4
g. Have children participate in debates or panel discussions .....	1	2	3	4
h. Have children participate in mock trials, role-plays, or dramatization .....	1	2	3	4
i. Have children write letters to state an opinion or solve a community problem .....	1	2	3	4
j. Have visitors from your community meet with the class to discuss important events and ideas .....	1	2	3	4
k. Have children visit government or community institutions .....	1	2	3	4
l. Have children participate in community volunteer projects or services.....	1	2	3	4
m. Have children access information through the Internet for use in the classroom .....	1	2	3	4
n. Discuss current events .....	1	2	3	4
o. Form or elect a student government.....	1	2	3	4
p. Give children social studies homework .....	1	2	3	4

## STUDENT EVALUATION

58. How important is each of the following in evaluating the children in your class? CIRCLE ONE NUMBER ON EACH LINE.

	Not important	Somewhat important	Very important	Extremely important	Not applicable
a. Individual child's achievement relative to the rest of the class.....	1	2	3	4	0
b. Individual child's achievement relative to local, state, or professional standards.....	1	2	3	4	0
c. Individual improvement or progress over past performance.....	1	2	3	4	0
d. Effort.....	1	2	3	4	0
e. Class participation.....	1	2	3	4	0
f. Daily attendance .....	1	2	3	4	0
g. Classroom behavior or conduct.....	1	2	3	4	0
h. Cooperativeness with other children .....	1	2	3	4	0
i. Ability to follow directions..	1	2	3	4	0
j. Completion of homework ..	1	2	3	4	0

59. Which of the following best describes your evaluation and grading practices for different types of children? CIRCLE ONE NUMBER.

- a. I hold the same standards for most children, but I make exceptions for children with special needs (e.g., children with disabilities, children with limited English proficiency) ..... 1
- b. I hold different standards for different children based on what I think they are capable of ..... 2
- c. I hold the same standards for everyone in my class..... 3

60. How often do you use the following to assess your children? CIRCLE ONE NUMBER ON EACH LINE.

	Never	One or two times a year	One or two times a month	One or two times a week	Three or more times a week
a. State or local standardized tests .....	1	2	3	4	5
b. Commercially-produced tests .....	1	2	3	4	5
c. Teacher-made tests or quizzes.....	1	2	3	4	5
d. Individual or group projects .....	1	2	3	4	5
e. Tests from textbook series (e.g., end-of-unit or chapter).....	1	2	3	4	5
f. Worksheets.....	1	2	3	4	5
g. Work samples .....	1	2	3	4	5
h. Other (Please specify) .....	1	2	3	4	5

61. If your school does not use school-wide standardized tests, check here ☐ and **SKIP TO Q65**.

62. Do you have access to the standardized test scores of the children in your class? CIRCLE ONE NUMBER.

- a. Yes ..... 1  
b. No..... 2 (**SKIP TO Q64**)

63. How useful do you find the standardized test scores of the children in your class for the purpose of guiding decisions about instruction? CIRCLE ONE NUMBER.

- a. Not useful ..... 1  
b. Somewhat useful..... 2  
c. Very useful..... 3  
d. Extremely useful..... 4

64. About how many hours do you usually spend preparing your class to take school-wide standardized tests? For example, taking practice tests, etc. WRITE NUMBER ON LINE.

\_\_\_\_\_ Number of hours

## PARENT INVOLVEMENT

65. How many regularly scheduled conferences do you offer or schedule with a parent or guardian of each child in your class during the school year? CIRCLE ONE NUMBER.

- a. No conferences ..... 1
- b. One conference ..... 2
- c. Two conferences ..... 3
- d. Three or more conferences ..... 4

66. What percent of children in your class have parents who participate in the following activities? CIRCLE ONE NUMBER ON EACH LINE.

	None	1 to 25%	26 to 50%	51 to 75%	76% or more
a. Attend teacher-parent conferences .....	1	2	3	4	5
b. Volunteer regularly to help in your classroom or another part of the school .....	1	2	3	4	5
c. Attend other school activities (such as children's performance, athletic events, awards ceremonies, etc.).....	1	2	3	4	5

67. Date questionnaire completed:

\_\_\_\_ / \_\_\_\_ / \_\_\_\_  
MONTH DAY YEAR

**THANK YOU FOR YOUR COOPERATION**

Please return this completed questionnaire in the envelope provided to:

Galen McKeever  
Westat  
9274 Gaither Road, W-14  
Gaithersburg, Maryland 20877-1420

Or you may give it to the ECLS-K field supervisor at your school.

OFFICE USE ONLY

C .....	1
DR C .....	2
DR R .....	3
R .....	4